DOCUMENT RESUME

ED 074 937 HE 003 910

AUTHOR	Weidman, John C.; Krus, David J.
TITLE	Undergraduates' Expectations and Perceptions of a College Environment.
INSTITUTION	Minnesota Univ., Minneapolis. Coll. of Education.
PUB DATE	28 Feb 73
NOTE	23p.; Paper presented for the 1973 Annual Meeting of the American Educational Research Association, New Orleans, February 28, 1973
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*College Environment; *Higher Education; *Student Attitudes; *Student Opinion; Student School Relationship; *Student Teacher Relationship

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Data from a survey of 318 upperclassmen in the College of Education at the University of Minnesota suggest that favorable images of the college environment are likely to result when students attain desired educational outcomes; hold conventional political views; do not want increased student participation in academic governance; and do not advocate change in higher education. Effects of interaction with faculty are inconsistent. With the exception of desired educational goals and self-concept, findings are similar for men and women. Increasing the level of student involvement with college faculty and peers is suggested as a means for making students' percpetions more favorable.

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Representative of an influential segment of current college student and faculty views concerning the direction undergraduate education should take is the following assertion by Arthur Chickering (1969: 3):

> . . . colleges and universities will be educationally effective only if they reach students "where they live," only if they connect significantly with those concerns of central importance to their students.

The purpose of this study is to explore the influence of some commonly expressed concerns of undergraduate education majors on their image of a large university's College of Education. In addition, we consider the impacts on students' perceptions of interpersonal involvement with faculty and with college peers. By identifying the correlates of positive organizational perceptions, we hope to identify those personal and organizational characteristics that are most likely to influence the educational effectiveness of a college. While the particular research referent for this study is a College of Education, we would hope that the findings might apply more generally to college and university environments. Consequently, in the following discussion, we are using the term "college" in the most general sense, i.e., college as an institution of higher education.

Three important concerns of students, two personal and one organizational, were selected for study. On the personal level we were interested in students' orientations toward attaining certain educational outcomes of college (general education; training and skills for an occupation; interpersonal communications skills; and the development of moral standards or values) and toward the formulation of goals related to the post-college future, probably goals related to occupational participation (using intellectual and creative abilities; being a leader in community affairs; and attaining financial security). We chose these particular personal concerns of students because: 1) they represent orientations to preparation for major life roles following college, and 2) they have been the focus of continuing scholarly interest (Rosenberg, 1957; Goldsen, et. al., 1960; Davis, 1965; Astin, et. al., 1967). Our general hypothesis is that favorable perceptions of the college will be related to the students having attained desired educational outcomes. There seems to be no a priori reason for expecting differences between men and women or desired educational outcomes from college but they are likely to differ on future goals. Goldsen, et. al. (1960: Table 2-9, p. 50 and Table 2-3, p. 27) indicate that women are more likely than men to choose people-oriented goals and less likely than men to choose money or status goals. It is not clear, theoretically, how future goals might influence students' perceptions of the college environment. In the event of negative relationships between goals and favorable environmental perceptions one might infer that the college is not perceived as providing a fertile environment for the germination of such goals.

With respect to the college as an organization, we are interested in students' orientations toward increased participation in academic governance and toward change in higher education. Our general hypothesis, drawn from

research on student activism (Flacks, 1967; Keniston, 1968), is that students with strong inclinations toward increased power and change are likely to perceive the college environment in an unfavorable, possibly threatening way. Closely related are students' political and social orientations, another area of concern to us. If, as Lipset (1968: 19) asserts, both faculty and students in education have relatively conservative political views, we might expect student political conservatism to be positively related to favorable perceptions of a College of Education. However, students with liberal political views might encounter conflict with more conservative faculty and students or they might simply seek out liberal faculty and peers. Consequently, it is difficult to predict the direction of effects on students' environmental images.

One phenomenon suggested by the foregoing is that some students seek out others with similar views. Feldman and Newcomb (1969: 227-274) review a great deal of research documenting the socializing potential of faculty and peers. Presumably if the people sought most frequently by students are college faculty and peers, students will be likely to view the college environment in a favorable way. Chickering (1969: 153) is even more specific in his hypothesis about the effects of student-faculty interaction:

> When student-faculty interaction is frequent and friendly and when it occurs in diverse situations calling for varied roles, development of intellectual competence, sense of competence, autonomy, and purpose are fostered.

The foregoing suggests that student self-concept might also be considered when examining images of a college environment. That educational success has strong, positive effects on an individual's self-concept has been well-documented (Rosenberg, 1965; Weidman, et. al., 1972). It's difficult to predict, however, a consistent direction of effect, since organizational

expectations may both reinforce and conflict with high self-concept. Negative relationships between self-concept and favorable student images of college may be indicative of student frustration with institutional demands. We decided to use two measures of self-concepts, intellectual and social, so that we might more closely specify particular aspects of students' personal orientations that influence their images of a college environment.

To summarize, the following general propositions have been discussed as guides for the research:

Favorable images of the college environment are most likely to result when students:

a) perceive themselves as having gotten the sorts of educational outcomes from college that they desired;
b) hold conventional political views;
c) are not strongly concerned with increasing student participation in academic governance;
d) are not strongly concerned with bringing about changes in higher education; and
e) interact frequently with college faculty and peers.

Predictions cannot be made with respect to the influence of personal goals and self-concept on students' images of the college environment.

Only with respect to relative emphases on different future goals, interpersonal as opposed to financial security, and possibly conformity to institutional demands, more conforming as opposed to less conforming, are there any a priori reasons to expect different patterns of effects for women than for men.

STUDY DESIGN

Data for the research were obtained from questionnaires distributed to students enrolled during the winter and spring terms, 1972, in all sections of a course called "School and Society" in the College of Education at the University of Minnesota. This course is required of all undergraduate degree candidates and thereby enrolls a representative cross-section of students in the College of Education. Three hundred and eighteen usable questionnaires were returned out of 642 distributed, a response rate of 51 per cent. Checks with College of Education figures indicated approximately the same distributions among respondents as among College enrollees with respect to sex (82 men, 226 women) and area of concentration (men: 6% in elementary, 84% in secondary, 10% in other programs; women: 30% in elementary; 57% in secondary, 13% in other programs). Eighty per cent of the women and 74 per cent of the men were seniors.

Items on the questionnaire were taken from two national surveys of undergraduates (Astin, et. al., 1967; Trow, et. al., 1972) and from a study by Knapp (1960). Items were selected initially on the basis of theoretical interrelationships and then factor analyzed for final determination of items to be used in the various scales. All scales were computed by simple summation of raw scores for each item included (See Weiss, 1972, for a detailed discussion of the advantages of this method of computing scale scores as compared with methods of weighting raw scores by regression or factor score coefficients).

> The dependent variables, perceptions of college, were derived from metaphor items developed by Knapp (1960). While Knapp used the metaphor items as indicators of students' images of conscience it seemed that a person's image of a College of Education is no less amenable to metaphorical description than is conscience. Consequently, the referent of the items was changed from "conscience" to "College of Education." The general instructions were the following: "Below are a number of images that may be

employed to describe your educational experiences. Please rate each for its capacity to evoke for you an effective image of the nature of your experiences in the College of Education." Possible ratings and their scores were "effective image" (4), "somewhat effective" (3), "slightly ineffective" (2), and "ineffective image" (1). The following are the four factors and the items comprising each one. Favorable images were GUIDANCE: "a compass needle," "a harbor buoy," "a pillar of a temple," "a treasured book," and "a lighthouse;" and SECURITY: "a protective armour," "a secure fortress," "a generous provider," "a just judge," and "a hidden lamp." Unfavorable images were THREAT: "a scolding mother," "a whipping post," "a vicious bully," "a threatening father," and "a buried splinter;" and RESTRICTION: "a tedious sermon," "a hampering burden," "an entoiling net," "a strait jacket," and "a dam in a river."

Independent variables used in the analysis were derived as follows. Expectations or desires for obtaining certain outcomes were obtained from responses to items with the instructions, "People want different things from college. Please indicate how important it is for you to get each of the following . . ." Alternatives and their scores were "essential" (3), "fairly important" (2), and "not important" (1). Wanting detailed skills (WANT SKILLS) included "training and skills for an occupation," and "a detailed grasp of a special field." Wanting general education (WANT GEN ED) included "a well-rounded general education."

Evaluations of the extent to which students perceived the College of Education as having provided certain educational outcomes were obtained from responses to items with the instructions, "People want different things from college. Please indicate how much of each you have received in the College of Education . . ." Alternatives and their scores were "much" (3), "some" (2), and "none" (1). Received detailed skills (GOT SKILLS) included "training and skills for an occupation," and "a detailed grasp of a special field." Received general education (GOT GEN ED) included "a well-rounded general education." Two items from each of the "wanting" and "receiving" groups clustered together in the factor analysis and, consequently, were combined into a four-item scale indicating the extent to which students perceived themselves as wanting and having received personal and social skills (VALUES, SOCIAL SKILLS). Items included were "learning to get along with people," and "formulating the values and goals of my life."

Students' orientations toward certain future goals were derived from items with the instructions, "How important are each of the following to you for your future?" Alternatives and their scores were "highest importance" (4), "high importance" (3), "medium importance" (2), and "low importance" (1). Orientation toward future

intellectual autonomy (FUTURE INTELLECTUAL) included "opportunities to be original and creative," "freedom from supervision in my work," and "living and working in the world of ideas." Orientation toward social leadership (FUTURE SOCIAL LEADER) included "opportunities to be useful to society," "a chance to exercise leadership," and "work with people rather than things." Orientation toward low-pressure, secure future (FUTURE SECURITY) included "a stable, secure future," and "avoiding a high-pressure job."

Orientation toward change in higher education (EDUCATIONAL CHANGE) was based on responses to a set of items with the alternatives "strongly agree" (4), "agree with reservations" (3), "disagree with reservations" (2), and "strongly disagree" (1). The items all had the general introduction "Undergraduate education in America would be improved if . . ." and included "all courses were elective," "grades were abolished," "course work were more relevant to contemporary life and problems," "more attention were paid to the emotional growth of students," "students were required to spend a year in community service in the U.S. or abroad," "the college were governed completely by its faculty and students," and "there were less emphasis on specialized training and more on broad liberal education."

Orientation toward increased student participation in academic governance (STUDENT GOVERNANCE) was derived from items with the instructions, "What role do you believe undergraduates should play in decisions on each of the following?" Alternatives and their scores were "control" (5), "voting power on committees" (4), "formal consultation" (3), "informal consultation" (2), and "little or no role" (1). Items comprising the scale were "faculty appointment and promotion," "undergraduate admissions policy," "bachelor's degree requirements," and "provision and content of courses."

Student self-concept was obtained from items with the instructions, "Please rate yourself on each of the following traits as you really think you are when compared with the average student of your age. We want the most accurate estimate of how you see yourself." Alternatives and their scores were "highest 10 per cent" (4), "above average" (3), "below average" (2), and "lowest 10 per cent" (1). Items used to indicate social self-confidence (SOCIAL SELF-CONCEPT) included "popularity," "popularity with the opposite sex," "self-confidence (social)," and "understanding of others." Items used to indicate intellectual self-confidence (INTELLECTUAL SELF-CONCEPT) included "academic ability," "drive to achieve," "leadership ability," "public speaking ability," and "self-confidence (intellectual)."

Measures of students' political and social attitudes were obtained by combining items of several different types. Political and social conservatism (CONSERVATIVE) was based on a series of items with these instructions, "Please indicate your agreement or disagreement with each of the following statements." Alternatives and scores were "strongly agree" (4), "agree with reservations" (3), "disagree with reservations" (2), and "strongly disagree"(1). Items used in the scale included: "Student demonstrations have no place on campus," "Students who disrupt the functioning of a college should be expelled or suspended," "Political activities by students have no place on a college campus," "Most college officials have been too lax in dealing with student protests on campus," "College officials have the right to regulate student behavior off campus," "College publications should be cleared by college officials," "These days you hear too much about the rights of minorities and not enough about the rights of the majority," "Most people who live in poverty could do something about their situation if they really wanted to," "Realistically an individual person can do little to bring about changes in our society," and "College officials should ban persons with extreme views from speaking on campus."

The political and social liberalism (LIBERAL) scale included agreement-disagreement items "Racial integration of the public elementary schools should be achieved even if it requires busing," "Women are at least the intellectual equals of men," "Any special academic program for black students should be administered and controlled by black people," and "Any institution with a substantial number of black students should offer a program of Black Studies if they wish it;" student academic governance item "Bachelor's degree requirements;" and self-concept item "political liberalism."

Finally, two measures of student-faculty interaction and one measure of student-peer interaction were developed. Student interaction with departmental faculty (MAJOR FACULTY INTERACTION) was derived from a set of items with the instructions "Is there any professor in your major field with whom you do each of the following?" One point was assigned for each "yes" response. Items included "Often discuss topics in his field," "Often discuss other topics of intellectual interest," "Sometimes engage in social conversation," and "Ever talk about personal matters."

Interaction with non-departmental faculty (OTHER FACULTY INTERACTION) was obtained from the same set of items as departmental faculty interaction, but with these instructions, "Is there any professor in the College of Education, not in your major field, with whom you do each of the following?"

Interaction and personal involvement with peers (NON-COLLEGE FRIENDS) was based on one item, "Of your close friends, what proportion are not college students?" Alternatives and scores were "all" (4), "most" (3), "a few" (2), and "none" (1). A high score on this variable was indicative of low involvement with college peers.

Table 1 contains the correlation matrix for all the variables described in the foregoing.

[Table 1 about here]

As can be seen from Table 2, means and standard deviations for all the variables did vary considerably by sex. Consequently, separate analysis was done for men and women.

[Table 2 about here]

Since this is an exploratory study, our purpose was to identify important variables rather than to develop causal explanations. We used a multiple regression approach with images of the college as the dependent variables in the equations. Differences between men and women on particular variables were determined by comparing size and sign of regression coefficients (B) for each group. See Blalock (1969: 147-149) for a discussion of this approach.

FINDINGS

Tables 3 and 4 show the regression results for the two favorable College of Education images, guidance and security; Tables 5 and 6 show the regression results for the two unfavorable College of Education images, threat and restriction. All tables are partitioned by sex. In the following discussion, we use the term "College" to refer to the University of Minnesota College of Education.

[Tables 3, 4, 5, 6 about here]

For men and women, getting desired educational outcomes, both skills and general education, was positively related to favorable College images and negatively related to unfavorable College images. Men and women differed,

however, on the effects of wanting general education. For women, wanting a general education was positively related to both favorable and unfavorable images, while for men, the relationships were positive for favorable and negative for unfavorable images. Presumably, those men viewing the College unfavorably did not feel that attaining a general education was important for them. These findings suggest that there may be quite a bit of dissatisfaction among students with a program and course emphasis on general education rather than pedagogical and classroom management skills. This certainly seems to be a common reaction of students enrolled in the various sections of the required School and Society course offered each term.

Men and women did differ considerably on the effects of future goals. For men, future intellectual goals were negatively related to both favorable images of the College; for women, intellectual goals were positively related to favorable images of the College. Probably the most striking findings concerned student self-concept. Women showed a significant negative relationship between intellectual self-concept and guidance, while for men the same relationship was positive. Thus, women perceiving the College favorably were more likely to be high on future intellectual goals than men, but were also more likely to have low intellectual self-concepts than men. This finding seems to indicate rather different outcomes of educational socialization resulting in greater uncertainty about personal capabilities for women than for men. While women regarding the College favorably seem to take on academic-intellectual goals advocated by faculty despite low academic self-concept, men viewing the College favorably tend to reject academic-intellectual goals. Women, it seems, are more acquiescent to institutional expectations than men. For a more detailed discussion of differential socialization of women in schools see recent articles by Lynn (1972) and Husbands (1972).

As expected, there was a negative relationship between positive College images and political conservatism, but only for men. This finding seems largely to be due to the fact that the men in the sample are generally more politically and socially conservative than the women. Only women showed the expected relationship between desire for change in education and College image: negative for guidance and positive for restriction. Orientation toward greater student participation in academic governance was positively related to both negative images of the College, also as expected. The effects of interaction with College faculty and peers were inconsistent and not statistically significant, though for men interaction with major faculty was related to College image in the expected direction. In summary, the regression analyses tended generally to support the propositions set forth, though somewhat more strongly for women than for men.

DISCUSSION

The study shows clearly that students' images of the College environment are effected by their expectations for certain educational outcomes and their desire for participation in organizational decision-making and change. Recognizing this, it may well be advisable to develop ways of providing more meaningful roles in College affairs for students in order to increase the educational effectiveness of the College. Presumably if students help to set their own educational goals and those of the College more generally, they will be more likely to view the College favorably and to exert more effort in the service of its goals (Katz and Kahn, 1966: 389).

Greater emphasis on interpersonal relationships among members of an organization, including group training methods, have also been advocated as mechanisms for developing more favorable orientations toward the organization (Argyris, 1964; Zaleznik, 1965). For the College of Education at the University

this will require much greater effort by both faculty and students than has heretofore been exerted. We suspect that the main reason interaction with faculty was not significantly related to either favorable or unfavorable images of the College is the generally low level of student-faculty interaction reported. A score of zero or one out of a possible four was obtained on the interaction with major faculty scale for 63 per cent of the women and 47 per cent of the men. Scores of zero were obtained for 33 per cent of the women and 28 per cent of the men. On the interaction with non-major faculty scale, also with a maximum score of four, 73 per cent of the women and 63 per cent of the men obtained zero or one. Scores of zero were obtained for 52 per cent of the women and 45 per cent of the men. Unfortunately, low levels of student-faculty interaction have been and continue to be common across the university. As long ago as 1949, only 17 per cent of a large sample of liberal arts students at the University of Minnesota wanted "more opportunities to get acquainted with the instructor . . ." (Clark and Keller, 1954). Furthermore, only 34 per cent of the women and 24 per cent of the men reported that "all" or "most" of their close friends were also students at the University of Minnesota. In fact, 50 per cent of the women and 36 per cent of the men reported that "all" or "most" of their close friends were <u>not</u> college students anywhere! All of this, coupled with the fact that Minnesota is a predominantly non-residential university, illustrates vividly the relatively low level of involvement among education undergraduates with College faculty and peers. Until more effective mechanisms are developed for increasing student involvement with College activities, faculty, and peers, we expect the bi-polar perceptions of the College environment described in this study to persist.

TABLE 1. CORRLEATION MATRIX OF VARIABLES (N=318)

	Guid	Sec	Threat	Restraint	W Skills	G Skills	G Gen Ed	Values	F Intel	F Lead	F Sec	Change	Govern	Social	Intel	Liberal	Conserv	M F Int	O F Int	Friends
GUIDANCE	-																			
SECURITY	.68	-																		
THREAT	-.25	-.09	-																	
RESTRICTION	-.36	-.20	.69	-																
WANT SKILLS	.17	.10	-.10	-.08	-															
WANT GEN ED	.15	.21	.09	-.02	-.07	-														
GOT SKILLS	.26	.18	-.25	-.27	.19	.01	-													
GOT GEN ED	.15	.16	-.11	-.07	.07	.03	.11	-												
VALUES	.12	.10	-.02	-.06	.02	.12	.09	.14	-											
FUT INTELL	-.00	.04	.07	.00	-.09	.08	-.02	-.09	.15	-										
FUT SOC LEAD	.23	.25	.01	-.05	.11	.08	.12	-.04	.20	.31	-									
FUT SECURITY	.04	.15	.12	-.01	.20	.09	.11	.00	.07	.22	.13	-								
ED CHANGE	-.13	-.04	.23	.25	-.18	.13	-.09	-.07	.21	.23	.10	.11	-							
STUD GOVERN	-.15	-.07	.28	.37	-.17	.03	-.21	-.07	.10	.23	.05	.05	.51	-						
SOC CONCEPT	.08	.15	.06	.10	.07	.19	.11	.11	.01	.14	.32	.10	.18	.06	-					
INT CONCEPT	.02	.10	.02	.07	.01	.09	.01	.11	-.02	.20	.29	-.12	.02	.05	.53	-				
LIBERAL	-.13	-.10	.17	.17	-.25	.10	-.14	-.10	.07	.32	.15	-.04	.49	.51	.14	.09	-			
CONSERVATIVE	.18	.16	-.02	-.04	.28	-.10	-.00	.16	-.14	-.26	-.04	.09	-.29	-.35	-.08	-.07	-.47	-		
[illegible] FAC INT	.06	.16	.05	-.02	-.09	.14	.10	.13	.08	.13	.15	.00	.08	.09	.11	.13	-.02	-.02	-	
[illegible]ER FAC INT	-.03	.06	-.01	-.04	-.26	.09	.07	.09	.09	.11	.03	.03	.18	.07	.08	.11	.09	-.16	.32	-
[illegible]-COLLEGE	.11	.06	-.05	-.04	.08	-.00	.08	.07	-.14	-.02	.07	-.01	-.10	-.01	.07	.09	-.02	.09	.12	-.03
[illegible]RIENDS																				

TABLE 2. MEANS AND STANDARD DEVIATIONS OF VARIABLES BY SEX

	Women (N=226)		Men (N=82)	
	Mean	s.d.	Mean	s.d.
GUIDANCE	10.56	3.57	10.11	3.84
SECURITY	9.68	3.04	9.89	3.25
THREAT	8.33	3.28	9.06	3.64
RESTRICTION	10.38	3.75	10.81	3.93
WANT SKILLS	5.24	.88	5.01	1.08
GOT SKILLS	4.60	.90	4.49	.94
WANT GEN ED	2.63	.51	2.47	.60
GOT GEN ED	2.10	.60	2.20	.50
VALUES, SOCIAL SKILLS	9.50	1.73	9.34	1.84
FUTURE INTELLECTUAL	8.97	1.49	9.23	1.70
FUTURE SOCIAL LEADER	9.61	1.59	9.43	1.84
FUTURE SECURITY	5.54	1.45	5.76	1.31
EDUCATIONAL CHANGE	20.12	3.35	20.65	3.86
STUDENT GOVERNANCE	12.82	2.88	13.67	2.97
SOCIAL SELF-CONCEPT	11.63	1.71	11.66	2.03
INTELLECTUAL SELF-CONCEPT	17.24	2.55	17.87	2.53
LIBERAL	18.89	2.40	18.81	2.84
CONSERVATIVE	18.20	3.90	19.04	4.61
MAJOR FACULTY INTERACTION	1.27	1.23	1.80	1.50
OTHER FACULTY INTERACTION	.95	1.23	1.36	1.55
NON-COLLEGE FRIENDS	2.28	.90	2.53	.93

TABLE 3. REGRESSION ANALYSIS BY SEX, DEPENDENT VARIABLE: COLLEGE PERCEIVED AS GUIDANCE

	WOMEN		MEN	
	B	BETA	B	BETA
VALUES, SOCIAL SKILLS	.113	.054	.180	.086
WANT SKILLS	.217	.054	.268	.075
GOT SKILLS	.647	.164*	.937	.230*
WANT GEN ED	.675	.097	1.572	.247*
GOT GEN ED	.774	.130	.762	.100
FUTURE INTELLECTUAL	.273	.114	-.499	-.221*
FUTURE SOCIAL LEADER	.546*	.243*	.420	.318
FUTURE SECURITY	-.161	-.065	.046	.016
SOCIAL SELF-CONCEPT	.073	.035	-.312	-.165
INTELLECTUAL SELF-CONCEPT	-.257	-.183*	.168	.111
CONSERVATIVE	.089	.097	.178	.214
LIBERAL	-.060	-.040	.024	.018
STUDENT GOVERNANCE	.068	.055	-.266	-.206
EDUCATIONAL CHANGE	-.173	-.162*	.151	.152
NON-COLLEGE FRIENDS	.114	.029	.290	.070
MAJOR FACULTY INTERACTION	-.264	-.091	.508	.199
OTHER FACULTY INTERACTION	-.095	-.033	.170	.069
CONSTANT	1.049		-6.880	
MULTIPLE R	.440		.661	

*$p \leq .05$

TABLE 4. REGRESSION ANALYSIS BY SEX, DEPENDENT VARIABLE: COLLEGE PERCEIVED AS SECURITY

	WOMEN		MEN	
	B	BETA	B	BETA
VALUES, SOCIAL SKILLS	.093	.053	-.081	-.046
WANT SKILLS	-.010	-.029	.142	.047
GOT SKILLS	.250	.074	1.019	.295*
WANT GEN ED	.818	.138*	1.568*	.291
GOT GEN ED	.671	.132*	.719	.111
FUTURE INTELLECTUAL	.150	.073	-.376	-.197
FUTURE SOCIAL LEADER	.454*	.238*	.257	.145
FUTURE SECURITY	.328	.156*	-.126	-.051
SOCIAL SELF-CONCEPT	-.016	-.009	-.089	-.056
INTELLECTUAL SELF-CONCEPT	-.038	-.032	.023	.018
CONSERVATIVE	.030	.038	.245	.348*
LIBERAL	-.116	-.092	.118	.103
STUDENT GOVERNANCE	.044	.042	.019	.017
EDUCATIONAL CHANGE	-.080	-.088	.055	.066
NON-COLLEGE FRIENDS	-.124	-.037	.195	.055
MAJOR FACULTY INTERACTION	.023	.009	.412	.190
OTHER FACULTY INTERACTION	-.066	-.027	.261	.124
CONSTANT	.949		-7.576	
MULTIPLE R	.431		.644	

*$p \leq .05$

TABLE 5. REGRESSION ANALYSIS BY SEX, DEPENDENT VARIABLE; COLLEGE PERCEIVED AS THREAT

	WOMEN		MEN	
	B	BETA	B	BETA
VALUES, SOCIAL SKILLS	-.025	-.013	-.096	-.048
WANT SKILLS	.062	.017	-.564	-.167
GOT SKILLS	-.595	-.164*	-.887	-.229
WANT GEN ED	.898	.140*	-.578	-.096
GOT GEN ED	-.804	-.147*	-.000	-.000
FUTURE INTELLECTUAL	-.075	-.034	-.218	-.102
FUTURE SOCIAL LEADER	-.130	-.063	.153	.077
FUTURE SECURITY	.340	.150*	.276	.099
SOCIAL SELF-CONCEPT	.041	.021	.135	.075
INTELLECTUAL SELF-CONCEPT	.095	.074	-.045	-.031
CONSERVATIVE	.041	.049	.096	.122
LIBERAL	.056	.041	.059	.046
STUDENT GOVERNANCE	.220	.193*	.103	.084
EDUCATIONAL CHANGE	.098	.010	.100	.106
NON-COLLEGE FRIENDS	.139	.038	-.867	-.220
MAJOR FACULTY INTERACTION	.174	.065	.189	.078
OTHER FACULTY INTERACTION	-.072	-.027	-.136	-.058
CONSTANT	1.164		12.043	
MULTIPLE R	.447		.475	

*$p \leq .05$

TABLE 6. REGRESSION ANALYSIS BY SEX, DEPENDENT VARIABLE: COLLEGE PERCEIVED AS RESTRICTION

	WOMEN		MEN	
	B	BETA	B	BETA
VALUES, SOCIAL SKILLS	-.044	-.020	-.236	-.110
WANT SKILLS	.158	.037	-.377	-.104
GOT SKILLS	-.727	-.175*	-.668	-.160
WANT GEN ED	.100	.014	-.884	-.135
GOT GEN ED	-.583	-.093	.526	.068
FUTURE INTELLECTUAL	-.254	-.101	.059	.026
FUTURE SOCIAL LEADER	-.257	-.109	-.090	-.042
FUTURE SECURITY	.107	.041	-.179	-.060
SOCIAL SELF-CONCEPT	.072	.033	.585	.302*
INTELLECTUAL SELF-CONCEPT	.217	.147	-.220	-.142
CONSERVATIVE	.046	.048	.145	.171
LIBERAL	-.067	-.043	.037	.027
STUDENT GOVERNANCE	.398*	.306*	.541	.409*
EDUCATIONAL CHANCE	.168	.150*	.000	.000
NON-COLLEGE FRIENDS	-.011	-.003	-.166	-.039
MAJOR FACULTY INTERACTION	-.007	-.002	-.127	-.048
OTHER FACULTY INTERACTION	-.125	-.042	-.044	-.017
CONSTANT	5.951		7.233	
MULTIPLE R	.468		.557	

*$p \leq .05$

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